	Universitas Negeri Surabaya Faculty of Education, Educational Technology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation and Remediation of Learning Results	8620303021	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Hirnanda Dimas Pradana, M.Pd.	Prof. Dr. Rusijono, M.Pd.	Dr. Utari Dewi, S.Sn., M.Pd.

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Study of the basic concepts and principles of evaluating learning processes and outcomes, types of evaluation tools, development of various evaluation tools, empirical testing of the quality of evaluation tools, and skills in planning, implementing, processing, reporting learning evaluation results, and remediation of learning outcomes.
References	**Main :**

1. Anderson, Lorin W. Dan Krathwohl, David R. (2014). Kerangka Landasan Untuk PEMBELAJARAN, PENGAJARAN, DAN ASESMEN . Revisi Taksonomi Pendidikan Bloom. Terjemahan: A Taxonomy For Learning, Teaching, And Assesing: A Revision Of Bloom's Taxonomy Of Education Objectives, Abridged Edition, 1st Edition. Yogyakarta: Pustaka Pelajar.
2. Asnawi Zainul, Agus Mulyana. (2016). Tes Dan Esesmen Di S ekolah D asar. Jakarta: Universitas Terbuka. Lamijan Hadi Susarno. (2020). Evaluasi Dan Remidasi Hasil Belajar. Surabaya: CV. Bintang. Sumarna Surapranata. (2015). Penilaian Berbasis Kelas: Panduan Penulisan Tes Tertulis Implementasi Kurikulum 2013. Bandung: PT Remaja Rosdakarya. Buku Anjuran (BA): Mimin Haryati. (2016). Sistem Penilaian Berbasis Kompetensi: Teori Dan Praktek. Jakarta: Gaung Persada Press. Saifuddin Azwar. (2017). Reliabilitas dan Validitas. Edisi 4. Cetakan VIII. Yogyakarta: Pustaka Pelajar. Referensi lain yang relevan dengan matakuliah ini (terlampir).

Supporters:	
Supporting lecturer	Dr. Hari Sugiharto Setyaedhi, M.Si. Hirnanda Dimas Pradana, M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the basic concepts of assessment	Can explain the meaning, objectives, functions, basis, characteristics and principles	**Criteria:** 1.Concepts assessed: 2.Basic concepts of assessment	Lectures, discussions, questions and answers, brainstorming 3 X 50		**Material:** definition, objectives, functions, basis, characteristics	5%

		of assessment	**Form of Assessment** : Participatory Activities			and principles of assessment. **References:** *Anderson, Lorin W. And Krathwohl, David R. (2014). Foundational Framework for LEARNING, TEACHING, AND ASSESSMENT . Revised Bloom's Taxonomy of Education. Translation: A Taxonomy For Learning, Teaching, And Assesing: A Revision Of Bloom's Taxonomy Of Educational Objectives, Abridged Edition, 1st Edition. Yogyakarta: Student Library. Asnawi Zainul, Agus Mulyana. (2016). Tests and Assessments in Elementary Schools. Jakarta: Open University. Lamijan Hadi Susarno. (2020). Evaluation and Remediation of Learning Results. Surabaya: CV. Star. Sumarna Surapranata. (2015). Class-Based Assessment: Guide to Writing Written Tests for Implementing the 2013 Curriculum. Bandung: PT Pemuda Rosdakarya. Recommended Book (BA): Mimin Haryati. (2016). Competency Based Assessment Systems: Theory and Practice. Jakarta: Echo Persada Press. Saifuddin Azwar. (2017). Reliability and Validity. Edition 4. Printing VIII. Yogyakarta: Student Library. Other references relevant to this course (attached):*	

2	Understand the basic concepts of assessment	Can explain the meaning, objectives, functions, basis, characteristics and principles of assessment	**Criteria:** 1.Concepts assessed: 2.Basic concepts of assessment **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, brainstorming 3 X 50			5%
3	Understand the types of evaluation	Can explain the meaning of placement, diagnostic, formative and summative evaluation	**Criteria:** 1.Concepts assessed: 2.types of evaluation **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers 3 X 50			5%
4	Understand assessment methods and evaluation tools	Can explain: 1. Definition of written tests and performance assessment 2. Characteristics of written tests and performance assessment Types of evaluation tools: tests (written, oral, action), non-tests, & portfolio.	**Criteria:** 1.Concepts assessed: 2.Developing tests **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, assignments 3 X 50			5%
5	Understand assessment methods and evaluation tools	Can explain: 1. Definition of written tests and performance assessment 2. Characteristics of written tests and performance assessment Types of evaluation tools: tests (written, oral, action), non-tests, & portfolio.	**Criteria:** 1.Concepts assessed: 2.Developing tests **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, assignments 3 X 50			5%
6	Understand and be able to develop tests	Can explain: 1. Types of tests 2. Test development procedures Develop	**Criteria:** 1.Concepts assessed: 2.Developing tests **Form of Assessment** : Test	Lectures, discussions, questions and answers, assignments 3 X 50			5%
7	Understand and be able to develop tests	Can explain: 1. Types of tests 2. Test development procedures Develop	**Criteria:** 1.Concepts assessed: 2.Developing tests **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, assignments 3 X 50			5%
8	UTS (Mid Semester Exam)	Basic concepts of assessment, types of learning outcomes evaluation tools, and development of learning outcomes evaluation tools.	**Criteria:** If answered correctly, each question has a maximum score of 5. **Form of Assessment** : Project Results Assessment / Product Assessment	The exam is written and done individually on lined folio paper. 3 X 50			15%

9	Understand and be able to develop non-test evaluation tools	Can explain: 1. Types of non-tests 2. Non-test development procedures Develop non-test instruments	**Criteria:** 1. Concepts assessed: 2. Developing non-test evaluation tools **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, assignments 3 X 50			5%
10	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	**Criteria:** 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6. 4 = very good 7. 3 = good 8. 2 = not good 9. 1 = very poor **Form of Assessment** : Test	Lectures, discussions, questions and answers, assignments 3 X 50			5%
11	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	**Criteria:** 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6. 4 = very good 7. 3 = good 8. 2 = not good 9. 1 = very poor **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, assignments 3 X 50			5%
12	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	**Criteria:** 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6. 4 = very good 7. 3 = good 8. 2 = not good 9. 1 = very poor **Form of Assessment** : Test	Lectures, discussions, questions and answers, assignments 3 X 50			5%

13	Understand basic concepts and be able to analyze question items	1. Can explain the concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can analyze to look for validity, reliability, level of difficulty, and differentiability of question items.	**Criteria:** 1. Concepts assessed: 2. analyze the question items 3. Task : 4. Analysis looks for validity, reliability, level of difficulty, and differentiability of test items 5. Assessment Description: 6. 4 = very good 7. 3 = good 8. 2 = not good 9. 1 = very poor **Form of Assessment** : Test	Lectures, discussions, questions and answers, assignments 3 X 50			5%
14	Understand the learning evaluation processing process	Able to explain and carry out individual and group learning evaluation processing.	**Criteria:** 1. Learning evaluation reporting process 2. Task: 3. Create evaluation reports 4. Assessment Information: 5. 4 = very good 6. 3 = good 7. 2 = not good 8. 1 = very poor **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 learning evaluation processing process			5%
15	Understand the learning evaluation processing process	Able to explain and carry out individual and group learning evaluation processing.	**Criteria:** 1. Learning evaluation reporting process 2. Task: 3. Create evaluation reports 4. Assessment Information: 5. 4 = very good 6. 3 = good 7. 2 = not good 8. 1 = very poor **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 learning evaluation processing process			5%
16	UAS	UAS	**Criteria:** Grading Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2 .99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning 3 X 50			15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	60%
3.	Test	20%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.